Education Sector Program Implementation Grant Completion Report Template

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Rwanda	Rwanda	GPE0000346	SC200593

Grant Agent	Grant Type	Grant Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	ESPIG	03/05/2020	07/02/2020

Grant Closing Date	Grant Amount	Date of Report Submission
10/02/2024	30,800,000 (USD)	12/15/2024

Project Implementation

Assessment of Project Implementation: Relevance

Overall Relevance

Level Of OverAll Relevance 1

High

Detailed Description

There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant.

Beneficiaries' Views on Relevance

Detailed Description

Interviews were conducted with project beneficiaries, including students and headteachers, to understand whether the project activities and outputs met their needs. Students with disabilities in one of the inclusive model schools in rural Rwanda, which benefited from teaching materials, teacher training in inclusive education pedagogies, and the construction of resource rooms, expressed their appreciation for the project's impact during the interviews. The feedback is captured in human-interest stories annexed to this report.

The stories shared include reflections on how teachers use the resource rooms to provide additional academic support to children with disabilities. A girl with physical disabilities shared her story, explaining how she now receives proper guidance and counselling from a teacher in the resource room. She revealed that her physical disability had significantly affected her mental wellbeing, making her reliant on a teacher for frequent counselling and psychological support. She mentioned that the resource room provides her with regular access to a teacher-counsellor in a quiet, supportive environment. As a result, she feels better, more motivated and ready to learn.

Teachers trained in inclusive education pedagogies shared their experiences, highlighting the transformation in their teaching approaches. A female teacher explained that before receiving this training, she believed a single teaching approach could be effective for all children. However, she now understands that no single method fits the individual needs of every student. She described how she now prepares lesson plans tailored to the diverse needs of each learner in her class.

A school-based mentor also shared how the English training he received had improved his proficiency, boosted his confidence and enhanced his ability to support other teachers. He noted that all the teachers in his school had significantly improved their English proficiency and now felt more comfortable delivering lessons in English. As a result, students have shown improvement across all subjects.

A headteacher from another school, where the project constructed classrooms and science laboratories and provided teacher training on play-based pedagogies and English, shared a similar success story. He remarked that “before the project, the school was relatively unknown. However, it has now become highly attractive to many parents eager to enroll their children in a good school. The school is currently one of the best performing in the country”. He noted that teachers are more motivated, and students are increasingly eager to learn because they can clearly see the results in terms of academic improvement.

Assessment of Project Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

High

Detailed Description

The project successfully achieved its intended objectives. The primary goal was to contribute to improving learning outcomes for students in primary and lower secondary by focusing on enhancing teachers' English language proficiency and providing textbooks and other teaching and learning materials. It enhanced the capacity and proficiency of 8,000 school-based mentors in English. The mentors, in turn, provide ongoing professional support to other teachers in their respective schools.

The support contributed to improvement in the proportion of Primary 3 (P3) and P6 students meeting the national English proficiency benchmarks, as shown in the results of the Learning Assessment in Rwandan Schools (LARS). For P3 English, the proportion of students who met the national proficiency benchmark increased from 10 per cent in 2021 to 38 per cent in 2023. Similarly, for P6 English, the share of students who met the national benchmark increased from 39 per cent to 61 per cent.

The LARS results also show that the share of Senior 3 (S3) students who met national science benchmarks increased from 43 per cent in 2021 to 66 per cent in 2023. The science kits and laboratory equipment provided to schools with financial support from the project contributed to these impressive gains in student performance.

The project’s second major objective was to improve equity, particularly by enhancing access to education for children with disabilities and refugee students. Ten resource rooms were constructed in inclusive model schools, including one in a school accommodating many refugees. These resource rooms were fully equipped, and teachers were trained to address the diverse needs of their students. Coupled with the improved capacity and competencies of teachers on inclusive pedagogies, the project has improved learning experiences for children with disabilities. Over the project period, the number of children with disabilities enrolled in schools increased from 17, 133 in 2017 to to 43,663 in 2024.

The third key objective was improving access to and the quality of pre-primary education in formal schools and early childhood development (ECD) centres. This was achieved through the provision of play-based learning materials and training of pre-primary teachers on play-based pedagogies. The capacity of 3,500 pre-primary teachers was enhanced in play-based approaches, including creating locally made materials to support teaching and learning. Additionally, 1,500 pre-primary schools and 417 ECD centres were provided with play materials to support the delivery of playful learning. Consequently, number of

children who enrolled in pre-primary schools and ECD centres increased from 225,669 in 20178 to 1,268,604 in 2024, including 683,234 children enrolled in formal schools with pre-primary classes.

Efficacy by Component/Objective

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Teacher training in curriculum delivery with emphasis on English teaching and teachers' English proficiency and Inclusive Education	High

Brief narrative on key achievements and challenges, by component/objective

The main objective of this component was to increase teachers' English language proficiency and to equip them with skills in inclusive teaching methodologies.

The objectives were successfully achieved. In total, over 8,000school-based mentors, who are experienced classroom teachers from all schools in Rwanda, were trained to provide ongoing support to teachers in their respective schools. The mentors train fellow teachers during the continuous professional development sessions, typically held every Wednesday afternoon in all schools. This initiative is contributing to progressive improvement in teachers' proficiencies, as evidenced by improved learning outcomes for children.

Additionally, 3,000 teachers were trained in inclusive education methodologies, which increased the number of teachers equipped to address the diverse needs of learners in their classrooms. There was a significant increase in the enrolment of children with disabilities, from 31,470 in 2017 to 40,342 in 2023. These efforts also positively impacted the academic performance of students with disabilities.

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Curriculum development and procurement of teaching and learning materials, readers and materials including for children with special educational needs.	High

Brief narrative on key achievements and challenges, by component/objective

The primary objective of this component was to improve learning outcomes by ensuring access to learning materials for children. The objective was successfully achieved.

Some 1.6 million textbooks were distributed, reaching 2.8 million learners in public and Government-aided schools. The textbook-to-pupil ratio for science improved from 5:1 to 4:1, enhancing learning conditions for upper primary students.

Additionally, 3,500 packages of curriculum materials, teacher guides and play materials were distributed to 1,500 pre-primary schools, including 416 community based ECD centres. Pre-primary teachers were also trained in play-based pedagogy and in creating locally made learning materials.

The number of children enrolled in ECD centres and pre-primary schools rose from 225,669 in 2017 to 1,268,604 in 2024. The proportion of children entering primary school after completing at least one year of pre-primary education increased from 48 per cent in 2017 to 90 per cent in 2023.

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Enhancing STEM in pre-primary, primary and lower secondary	High

Brief narrative on key achievements and challenges, by component/objective

The grant facilitated the provision of science equipment to primary and secondary schools. ICT equipment was also supplied, and smart classrooms were equipped. These initiatives have significantly contributed to improving students' learning outcomes in science.

A notable best practice has been supporting secondary schools that lack science laboratories by providing essential science materials. This has greatly enhanced hands-on science learning opportunities for students in these schools.

Component / Objective
School infrastructure in Lower Secondary

Level of Achievement (Outcome Level) at End of Grant 3
High

Brief narrative on key achievements and challenges, by component/objective
Ten resource rooms were constructed to support the inclusion of students with disabilities. The use of unconventional construction methods has been an innovative approach, enhancing the efficiency and cost-effectiveness of the project.

Component / Objective
Delivery capacity support

Level of Achievement (Outcome Level) at End of Grant 3
High

Brief narrative on key achievements and challenges, by component/objective
The implementation of the ESPIG-supported interventions has been successful due to several key factors. Firstly, consistent monitoring and follow-up on grant activities by members of the education sector working group (ESWG) and the joint review of the education sector (JRES) were instrumental in ensuring that activities were effectively executed

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Component / Objective
Variable part - learning outcome

Level of Achievement (Outcome Level) at End of Grant 3
High

Brief narrative on key achievements and challenges, by component/objective
The project successfully achieved its intended objectives. The primary goal was to contribute to improving learning outcomes for students in primary and lower secondary by focusing on enhancing teachers' English language proficiency and providing textbooks and other teaching and learning materials. It enhanced the capacity and proficiency of 8,000 school-based mentors in English.

Component / Objective
Variable Part - Equity

Level of Achievement (Outcome Level) at End of Grant 3
High

Brief narrative on key achievements and challenges, by component/objective
Equity was enhanced through partnership between MINEDUC and the Ministry of Local Government to meet the target of school enrolment for children with disabilities. In addition, MINEDUC established six disbursement-linked indicators (DLI) and targets. Two targets relate to learning outcomes (DLI 1), two to equity (DLI 2) and two relate to efficiency (DLI 3). All the variable part targets were achieved, and disbursements were made to the Ministry of Finance and Economic Planning.

Component / Objective
Variable Part - Efficiency

Level of Achievement (Outcome Level) at End of Grant 3
High

Brief narrative on key achievements and challenges, by component/objective
Implementation was initially affected by the COVID-19 pandemic which interrupted the delivery of services including education. While schools were closed, remote learning measures were initiated to ensure

continuity of learning as far as possible. Implementation was accelerated once the pandemic-related restrictions were lifted.
During implementation, MINEDUC identified Variable Part targets that were unlikely to be achieved within the planned timeframe primarily due to disruption caused by the pandemic. Changes in national assessment administration and procedures further impacted the timelines for meeting some targets related to learning outcomes. These challenges and adjustments recommended by MINEDUC were endorsed by the ESWG.

Contribution to system progress (including the variable part)

Detailed Description

The ESPIG project has contributed laying the foundation of critical interventions prioritized by the Ministry of Education (MINEDUC) for scale-up. These include addressing the low levels of English proficiency of teachers, identified as a major barrier to improving learning outcomes, especially in foundational years. To tackle this, ESPIG supported capacity building of 8,000 school-based English language mentors, trained to provide continuous professional support to fellow teachers in their respective schools through mentoring and peer learning. The school-based mentorship support significantly contributed to improvements in teachers' and students' English proficiency.

To build on these achievements, improving teachers' English language proficiency was identified as a key activity under the GPE System Transformation and Multiplier Grants. The two grants are supporting the scale-up of teacher training, with a focus on improving English proficiency and skills. Improving teacher proficiency in English is also a top priority for MINEDUC, as reflected in the new ESSP (2024–2029). Furthermore, the new teacher statute mandates that teachers must attain an intermediate level of English proficiency to be eligible for horizontal promotion.

To promote inclusive education and ensure that students with disabilities have equitable access to quality education, the ESPIG project also supported the institutionalization of an effective in-school support system for children with disabilities. The resource rooms constructed in schools and the equipment provided under the project are intended to become hubs that will serve nearby schools too. In addition to providing equipment, the project provided training for teachers in the hubs to support the identification and assessment of disabilities.

Recognizing the positive impact of these facilities and services for children with disabilities, the Government plans to scale up the construction of additional resource rooms under the new ESSP. Other partners are also contributing to this effort. For instance, Save the Children, through the Zero Out-of-School Project, plans to construct resource rooms in more than 1,500 schools. This highlights how the ESPIG project has driven sector-level progress and influenced the scaling up of initiatives that originally began under its framework.

In the ESPIG programme document, MINEDUC established six disbursement-linked indicators (DLI) and targets. Two targets relate to learning outcomes (DLI 1), two to equity (DLI 2) and two relate to efficiency (DLI 3). All the variable part targets were achieved, and disbursements were made to the Ministry of Finance and Economic Planning.

MINEDUC and its agencies – including the Rwanda Basic Education Board (REB) and the National Examination and School Inspection Authority (NESA) – and the Ministry of Finance and Economic Planning, worked collaboratively to ensure the targets were met. Significant efforts were undertaken in collaboration with development partners and districts to achieve the variable targets.

One notable example is the partnership between MINEDUC and the Ministry of Local Government to meet the equity target of increasing school enrolment for children with disabilities. Further details on the achievements of the variable targets can be found in Annex 2.

Other Effects

Detailed Description

The grant supported monitoring the implementation of the 2020 ministerial instructions on student promotion, repetition and dismissal. The monitoring feedback resulted in reviewing the instructions and developing new, detailed guidelines regulating student promotion and repetition.

The new guidelines emphasize that struggling students should be provided with remedial learning support through targeted catch-up interventions during the summer holiday. The first such programme, implemented in 2024, yielded promising results. Data indicate that more than half of lower-primary learners who would have otherwise repeated were provided with support, achieved grade-level competencies and were promoted to the next level. This positive outcome directly stems from the ESPIG grant activity, which focused on evaluating the implementation of the ministerial instructions on reducing school repetition and increasing promotion.

Conditions Affecting the Project

Detailed Description

The implementation of the ESPIG-supported interventions has been successful due to several key factors. Firstly, consistent monitoring and follow-up on grant activities by members of the education sector working group (ESWG) and the joint review of the education sector (JRES) were instrumental in ensuring that activities were effectively executed. UNICEF, as the grant agent, presented progress reports on ESPIG implementation during ESWG and JRES meetings, fostering accountability and keeping all stakeholders aligned with project goals.

Another critical factor contributing to the grant's success was the timely disbursement of funds, enabling the efficient execution of activities. MINEDUC's adherence to clear financial procedures further ensured the effective use of resources. And the involvement of districts and schools was pivotal in the successful implementation of grant activities, as their engagement ensured alignment with on-the-ground needs. Most critically, the strong leadership and consistent commitment to action by MINEDUC and the Government has been the greatest driver of success. The commitment to action, for example, ensures planned activities are implemented on time and the GPE Secretariat is informed in timely manner when challenges were encountered.

Most notably, the COVID-19 pandemic and the subsequent year-long school closures posed a significant challenge to implementation of some activities. For example, the procurement and distribution of materials faced delays, as did teacher training due to restrictions on large gatherings. These challenges were mitigated through innovative approaches, such as conducting online teacher training and sourcing teaching and learning materials from local markets. These adaptive strategies ensured the continuation of grant activities despite the disruptions.

Lessons and Recommendations, Successful Practices and Innovative Interventions

Detailed Description

Throughout the grant implementation period, valuable lessons have been learned:
1. Procurement of teaching and learning from local suppliers and entrepreneurs ensured timely delivery at reasonable cost.
Using local markets and entrepreneurs has proved to be an effective strategy, particularly in the aftermath of the COVID-19 pandemic. This approach was adopted after experiencing significant delays in the procurement of materials from outside Rwanda. Following this challenge, MINEDUC shifted to engaging local suppliers and entrepreneurs to bid for the procurement and distribution of materials. This adjustment not only resolved the issue of delays but also emerged as a best practice, ensuring timely delivery and supporting the local economy.

2. Effectiveness of the school-based teacher training approach
The school-based teacher training model has consistently proven to be the most effective method. It empowers teachers, fosters skill retention and ensures sustainability, making it a highly impactful and enduring approach.

3. Collaborative engagement among key stakeholders
Close collaboration between MINEDUC, members of the ESWG, the grant agent and the coordinating agency has been instrumental. This collaboration was particularly effective during the verification of the DLI target achievements and discussion on the need to review targets that were impacted by the COVID-19 pandemic, ensuring alignment and efficiency throughout the process.

Recommendations for future grants
To ensure the success of future grants, it is important to sustain the close collaboration between the grant agent, the coordinating agency, MINEDUC and the ESWG, from the design of the programme document and throughout implementation. This practice has been highly effective in our context and should be sustained as a best practice.

Impact Stories

Detailed Description
GS Paysannat LB is a school located in the Mahama Sector, Kirehe District, Eastern Province. Situated within the Mahama refugee camp, approximately 91 km from Kigali, Rwanda's capital. The school serves 4,166 students from primary to secondary levels. The majority (3,238) of 78 per cent of the school’s students are refugees from Burundi, the Democratic Republic of the Congo (DRC) and Sudan.

Despite the challenging living conditions in the refugee camp, students at GS Paysannat LB display remarkable determination and enthusiasm for learning. Every morning, they eagerly make their way to school, their motivation evident in their energetic strides. By 8:00 a.m., the school gates are filled with students ready to start their lessons, their keenness to learn shining brightly.

GS Paysannat LB has benefited from the GPE-ESPIG support, including teacher capacity building to improve English language proficiency and inclusive pedagogical skills. Science laboratory equipment and textbooks were also provided to the school; resource rooms were constructed and equipped to support children with disabilities.

The resource room and assessment centre have been invaluable in assisting children with disabilities and students with special educational needs. GS Paysannat LB accommodates 14 children with hearing impairments and 23 children with intellectual disabilities. Students with hearing impairments receive specialized support in sign language each day, while students with intellectual disabilities receive tailored support in the resource room.

The school also supports refugee students from Burundi, DRC and Sudan, who are, under the national curriculum, required to learn Kinyarwanda in addition to English and French. Teachers use the resource rooms to provide additional support, particularly in language acquisition. Witnessing Sudanese and Congolese students conversing in Kinyarwanda with joy and pride highlight the success of these efforts.The resource room is not solely for academic support; it also serves as a space for guidance and counselling services for refugee students.

Kayitesi Berna, an S5 student and a refugee from Burundi, is an inspiring example. She lives in the Mahama refugee camp with her three younger siblings, for whom she is the primary caregiver after losing their parents. Balancing her responsibilities as both a student and the head of her family often leaves her feeling demotivated and overwhelmed. Initially, she received counselling from a teacher-counsellor in the classroom, but now she uses the resource room, which has become a safe space for her. She feels comforted and supported by the teacher-counsellor in this space, allowing her to better cope with her challenges.

The school headteacher has expressed deep gratitude for the provision of the resource rooms, noting their significant role in improving the learning outcomes of both students with disabilities and refugee students.

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Efficiency 4

Substantial

Timeliness

Detailed Description

The ESPIG was approved on 1 March 2020, with an effective date of 2 July 2020. The grant end-date was 30 June 2024, aligning with the ESSP 2018–2024. There were no delays in the grant timeline. Implementation began as scheduled on 2 July 2020 and ended on 30 June 2024

Detailed Description

Implementation was initially affected by the COVID-19 pandemic which interrupted the delivery of services including education. While schools were closed, remote learning measures were initiated to ensure continuity of learning as far as possible.

Implementation was accelerated once the pandemic-related restrictions were lifted.

During implementation, MINEDUC identified Variable Part targets that were unlikely to be achieved within the planned timeframe primarily due to disruption caused by the pandemic. Changes in national assessment administration and procedures further impacted the timelines for meeting some targets related to learning outcomes. These challenges and adjustments recommended by MINEDUC were endorsed by the ESWG.

Grant Costs

Detailed Description

The unit cost for constructing one classroom was 8 million Rwandan Francs (USD 6,000) because the Government employed an unconventional approach that mobilized parents and communities to contribute to school construction. The approach was proposed during the programme design and applied during implementation – notably, the cost remained unchanged throughout.

There were significant savings for the project, as the unit cost of a classroom without community involvement would be at least 12 million Rwandan Francs (USD 8,500). The standard unit cost would have allowed construction of only 56 classrooms instead of the 84 that were constructed with communities' contribution.

Alignment and Harmonization

Detailed Description

The grant utilized national systems, including human resources and financial structures and procedures of the Government. Implementation was led by staff from MINEDUC and REB. UNICEF, as the grant agent, only hired one staff member to support MINEDUC in monitoring implementation and reporting. All procurement matters were handled through MINEDUC's internal procurement processes, while audit-related issues were addressed using the procedures of the Office of the Auditor General.

Coordination was anchored on the ESWG structure. ESWG members were actively consulted and involved throughout the implementation of grant activities. Progress updates on grant implementation were shared with all ESWG members during their regular meetings. Additionally, annual grant reports were presented to members during the joint review of the education sector (JRES). The implementation of the ESPIG fostered closer collaboration and stronger partnerships between MINEDUC and ESWG members, which remains a key strength for MINEDUC.

Partnerships

Detailed Description

The education sector has several active partners supporting programmes that contributed to achievement of the ESSP goals. These include the World Bank's quality basic education project that focuses on foundational learning, including capacity building of teachers, school construction and learning outcomes assessment; United States Agency for International Development (USAID) funded programmes that focuses on early grade literacy in Kinyarwanda and Foreign and Building Learning Foundation programme of the Commonwealth Development Office (FCDO) that supported capacity building of lower primary teachers in English language and mathematics. These programmes were all implemented at national scale and aligned with national proprieties.

The programmes have been successful due to strong coordination, and collaborative engagements, especially on synergy and complementarity, amongst the partners, under the leadership of the ministry of education.

Use of Data and Evidence for Improvement

Detailed Description

Through the ESWG, partners used persistently high repetition rates and the large number of over age children in primary schools to successfully advocate for prioritization of school readiness, including universal access for 5-year-olds. A study that estimated nearly 20 per cent of education budget is spent on repeaters and students who dropout also triggered more attention on remedial education. Advocacy further influenced rollout of remedial education by the government over the summer holiday. As a result, 64 per cent of over 360,000 learners who participated achieved grade-level competencies required for promotion, reducing the repetition rate in lower primary grades by more than 50 per cent.

The grant monitoring data was instrumental in improving implementation and ensuring that objectives were achieved. For example, it was observed that science equipment, particularly chemicals, were not being used (some expired before use). This prompted REB to develop guidelines on the proper use of chemicals and on measures schools are expected to take to ensure chemicals are used before the expiry date. The guidelines emphasized that schools should distribute chemicals to neighbouring schools rather than let them expire before use. Guidelines on managing expired chemicals were also provided, prepared collaboratively by REB and the Rwanda Environment Authority.

Regarding joint problem-solving, a notable example was the collaboration between MINEDUC, ESWG and the GPE Secretariat to address the revision of Variable Part targets. Due to unforeseen circumstances, some targets could not be met. Through strong collaboration and direct communication, the ESWG and GPE Secretariat successfully revised the targets, yielding positive outcomes for students in Rwanda. This strong partnership and open communication were key to the project's success and should be maintained and strengthened moving forward.

Use of GPE Processes

Detailed Description

The implementation of the ESPIG-supported interventions has been successful due to several key factors. Firstly, consistent monitoring and follow-up on grant activities by members of the education sector working group (ESWG) and the joint review of the education sector (JRES) were instrumental in ensuring that activities were effectively executed. UNICEF, as the grant agent, presented progress reports on ESPIG implementation during ESWG and JRES meetings, fostering accountability and keeping all stakeholders aligned with project goals.

Sustainability and Grant Management

Sustainability

Detailed Description

Enhancing teachers' English proficiency was one of the main activities supported by the grant, laying a strong foundation for the continuation of this initiative. Improving teachers' English language proficiency is a key government strategy to enhance student learning outcomes. This focus has been carried forward into the System Transformation Grant and prioritized in the 2024–2029 ESSP.

The construction of resource rooms to support meaningful inclusion of children with disabilities, which began under the ESPIG, has become a priority in the 2024–2029 ESSP. The remedial learning programme, also initiated through the ESPIG, has been integrated into the national curriculum and serves as a central component of the Foundational Learning Strategy.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

0

Detailed Description

There are no unspent funds. All activities were fully implemented, the Variable Part targets were achieved, and the funds were disbursed and utilized within the allocated timeframe.

Management Performance

Level of Management Performance 5

Satisfactory (S)

Detailed Description

Overall, implementation performance has been satisfactory from the standpoint of financial management, procurement, safeguards and other fiduciary matters.
The use of MINEDUC internal procurement processes and procedures significantly accelerated delivery, enabling schools to receive teaching and learning materials on time. Government audit processes enhanced the efficient use of resources, ensuring that project activities were implemented as planned and delivered results for all students. Progress reports were also prepared and submitted on time.

Cofinancing (not related to the Multiplier)

Detailed Description

N/A

Document Attachments

Tangible Outputs, Knowledge Products, and Results Framework

#	File Name	Document Type	Description
1	SC200593 GPE Final Progress Report_ clean 23122024_ Outputs and Impact story .docx	Knowledge Product	Impact story

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Annexes

Annex 1: List of Acronyms

Acronym	Description
DLI	Disbursement linked indicators
ECD	Early childhood development
ESPIG	Education Sector Programme Implementation Grant
GPE	Global Partnership for Education
ICT	Information and communication technology
IE	Inclusive education
LARS	Learning Achievements in Rwandan Schools
MINEDUC	Ministry of Education
NESA	National Examination and School Inspection Authority
REB	Rwanda Basic Education Board
STEM	Science, technology, engineering, and mathematics
TLM	Teaching and learning materials

UNICEF	United Nations Children's Fund
ESWG	Education sector working group
TTC	Teacher Training College

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	1,600,000	100	Target fully met

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of teachers trained in inclusive education through GPE grants, out of the total planned by GPE grants	3,000	100	The target was exceeded because the number of teachers trained in inclusive education includes achievements from both the variable and fixed parts of the project targets

2	Number of teachers trained in English through GPE grants, out of the total planned by GPE grants	8,000	100	Target fully met
3	Number of teachers trained in ECD through GPE grants, out of the total planned by GPE grants	3,000	100	Target fully met
4	Number of teachers trained in the use of smart classroom through GPE grants, out of the total planned by GPE grants	84	100	
5	Proportion of teachers trained in the effective use of science kit through GPE grants, out of the total planned by GPE grants	0	100	

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	84	100	It is important to note that original target was construction of 100 classrooms. However, in consultation with the GPE, the target was revised to 84 classrooms and 10 science laboratories. This adjustment was agreed in view of substantial support from the World Bank, which financed the construction of 22,500 classrooms.

Annex 3: Variable Part Reporting Template (During Implementation)

No Data Available

Annex 4: Cumulative Beneficiary Children / Other Students Reporting Template

Provide the cumulative number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).

If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant.

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project so far:	540,998	2,838,343	729,998	0	4,109,339	100
Of which, girls:	269,154	1,392,931	294,794	0	1,956,879	100
Of which, children with a disability (optional):	3,085	31,159	4,983	0	37,629	100
Of which, refugee children (optional):	4,289	23,119	11,563	0	38,971	100
Of which, internally displaced children (optional):	0	0	0	0	0	
Of which, out-of-school children, in school age (optional):	0	0	0	0	0	
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):	0		0	0	0	

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

The project targets students in pre-primary, primary and lower secondary in public and government-aided schools. The numbers reported include only students within these categories; students from private schools are not included. The most recent education statistics (2022/2023 education statistical yearbook) is the source of information i.e. the number of students benefiting from the project. Data on internally displaced learners, out-of-school children and marginalized ethno-cultural or linguistic minorities are not available, as these categories are not applicable in the context of Rwanda.

[1] High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-TThere were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

[2] High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible- The project barely achieved or did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its objectives (intended outcomes).

[3] The scale is as follows: Negligible – The component/objective did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its intended outcomes. Modest – The component/objective partly achieved (or is expected to partly achieve) its intended outcomes. Substantial – The component/objective almost fully achieved its intended outcomes or is likely to do so. High – The component/objective exceeded or fully achieved its intended outcomes or is likely to do so.

[4] High-Efficiency exceeded expectations. Substantial- Efficiency was what would be expected in the sector. Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared to both the benefits (if any) and with recognized norms in the sector.

[5] Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more grant outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more grant outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more grant outputs, but issues were resolved during the grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.